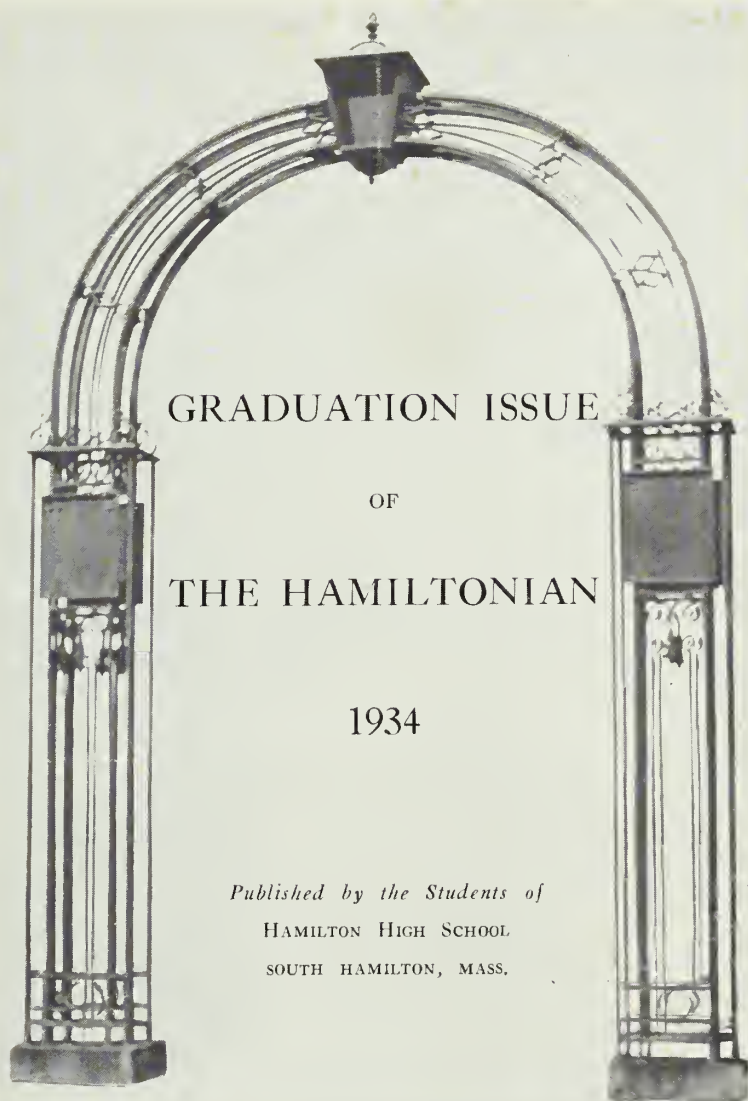


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GRADUATION ISSUE

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1934

This magazine is dedicated

"In honor of the best mothers that ever lived

— Our Mothers — "

Class of 1934



CLASS OF 1934
HAMILTON HIGH SCHOOL

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Valedictory

HISTORY OF EDUCATION IN MASSACHUSETTS

THE doors are open! We are about to go out into the world — some of us to higher educational institutions, some of us to positions in the business world. Whichever the case may be, Hamilton High School has fitted us well for our future. Those of us who intend to go on with our education have received well organized training in Mathematics, Sciences, Languages, Literature, and History which has formed a necessary foundation for advanced education. Those who intend to enter positions in the commercial world have received efficient instruction and practice in commercial subjects to fit them for such positions as they may achieve.

In order to appreciate fully the means by which we reap the benefits of such well organized education, we should know something of our educational system, especially that of our own state which has been one of the leaders of progress in education in the United States since the beginning of the country.

Let us begin with the founding of Massachusetts Bay Colony. History says that nothing differentiates the men of Massachusetts Bay from other settlers more than their zeal to perpetuate education and enlarge their scope of intelligence. They were, in general, well informed men who understood and felt the value of education. Seven years after their arrival, the General Court of their colony had made appropriations for a school or college at New Towne which is now Cambridge. In 1635, five years after the arrival of Governor Winthrop, Massachusetts Bay Colony began to provide for the education of her youth. This same year Boston Latin Grammar School was established and the following year brought the opening of Harvard College.

In 1642 the General Court of Massachusetts issued the first real law for provision of education of children, vesting the selectmen in every town with the power to take account of all parents and masters in regard to their children's education. Each town was divided into sections — a sec-

tion to each selectman, and each selectman was responsible for the families in his district. He must see that all children learn to read, know the principles of religion, and the laws of the country. He must also see that each child be put to some useful work. The law also made it obligatory that parents where schools were lacking should teach their children to read the English tongue. This brought into use the "Dame Schools" which were schools set up in the homes by women for teaching the elements of reading, spelling, writing, and arithmetic in return for a small fee.

In 1647, the school law which is the foundation of Massachusetts' School System of today was enacted by the General Court. This law required each town of fifty families to maintain an elementary school and each town of one hundred families to maintain a secondary school. It also required these schools to be, at least partially, supported by taxation. To the schools established in accordance with this law there were three drawbacks. First, there was no compulsion to attend school; second, tuition fees could be collected only from those who could afford them; third, the primary purpose of the schools was religious and they were closely allied with the church. Despite the presence of these disadvantages, the enactment of the school laws of 1642 and 1647 laid out the basic principles upon which Massachusetts' School History rests: — First, "The universal education of youth is essential to the well-being of the state." Second, "The obligation to furnish this education rests primarily upon the parent." Third, "The state has a right to enforce this obligation." Fourth, "The state may fix a standard which shall determine the kind of education and the minimum amount." Fifth, "Public money raised by general tax may be used to provide such education as the state requires." Sixth, and last, "Education higher than the rudiments may be supplied by the state, and public expense must provide opportunity for youths to train for universities."

All schools at this time were controlled by the town. The town voted to have the school, determined the grade of school, chose the master, fixed his compensation, inducted him into office, and arranged all details of school economy. In the early schools, the masters were very poorly paid; their salaries in most cases, allowing a small sum for board, is estimated to have barely reached sixty or seventy dollars a full term.

During the middle of the seventeenth century, many parents demanded free schools for their children. To some extent this demand was gratified, but most schools at this time required some tuition fee. As only the wealthy could afford fees for their children, this tended to develop class distinction. Attempts to overcome this were made, and entirely tax-supported schools were established in order to induce children of all classes to attend school. This caused many to look upon free schools as charitable institutions; therefore, attendance was not complete in them. This caused a decline in school spirit in New England and approaching the eighteenth century, education went backward, we are told, and no further progress in establishing public schools was made until about 1735 when school districts began to appear. The towns were divided into districts and each district was allowed to draw its share of the school money to be spent as it liked.

By 1789, the question of war had been removed and the old subject of popular education again came to the fore. Around this same period too, school dames were appointed and women teachers became more prominent in the schools. This was due primarily to the fact that the towns absorbed into their public systems of education, the "dame" or "kitchen" schools, as they were called, which had existed since early colonial times. This same year a law was enacted which required teachers to be college or university graduates and to present a certificate of qualification and moral character from a minister or selectman from their own town. This law also provided for official supervision of schools either by ministers and selectmen or by a committee especially appointed for the purpose. All these so-called new practices had been in existence in many towns since

1647, but now the law legalized them for the whole state.

Up to this time, school houses and equipment were voluntarily provided for by contributions of the people but this was remedied in 1800 when the power to tax was conferred upon the people of the school districts, and following this very naturally in 1817, districts were made corporations. This resulted in the passage of a law in 1827 requiring each district to choose a committeeman who should select teachers and have care of the school and property in his district. The first city superintendent of schools was appointed in Springfield, Massachusetts in 1840.

In 1821 Boston established the first public high school in the United States and in 1825 it established one for girls. By 1827 a law in this state required towns of a certain size to establish free schools. Few towns acted upon this, however, until Horace Mann became secretary of the Board of Education.

The early high schools were not so closely related to the elementary as our high schools of today; one did not pass through seven or eight so-called "grades" of elementary school and then enter high school. For a long time the high school was a selective school in that admission requirements were such as to exclude all but the more competent. Gradually the public high schools became upward extensions of the elementary schools and one who had satisfactorily completed the latter could enter high school. The grading system was not developed until the latter part of the nineteenth century and high schools were not particularly numerous until then. In 1873 the state authorized the towns to own books and equipment and loan them to pupils, and in 1884, this was made a law and all school books and equipment were free to children in all grades of public schools.

Let us leave the public schools at this time and consider a vital factor in the growth of education in Massachusetts, the growth of the academies. The academy was really a creation of the Revolutionary War, although the first academy in Massachusetts was established in 1763 when William Dummer of Boston died and bequeathed his mansion and farm to be made

into a school for the education of boys. Phillips Academy was established in Andover in 1778, and numerous others soon followed. By 1826 there were twenty-six incorporated academies in the state. There was a good deal of competition between high schools and academies because both trained students preparing for college in Latin and Greek. After the Civil War, when the public high school's popularity was intensified, the academies' pace of progress slackened.

In 1839 the first state normal school was established in Lexington, Massachusetts but it eventually failed because of lack of financial support; three others were opened within the next few years. A tremendous fight for the maintaining of these tax-supported normal schools was waged in the state legislature. Horace Mann and other leaders of universal education finally won and, by this victory, one of the worst set-backs in educational progress was avoided because it was through these normal schools that Horace Mann spread his plans for education.

After the Revival of Education in the nineteenth century, a great improvement was stimulated in public education by the opening of public schools to girls as well as boys, the classification of schools into primary, grammar, and high school divisions, compulsory attendance, the introduction of manual training in schools, authorization by the state for establishing industrial schools, and the introduction of home economics in high school.

Besides our great system of elementary and high schools, Massachusetts has scores of higher institutions of learning in her many colleges and universities. There is the Massachusetts Agricultural College (now Massachusetts State College) which was founded in 1821 for the completion of courses in agriculture. Massachusetts has no state university although some educational leader claim that the Massachusetts State Agricultural College should be rated as such. State normal schools have gradually advanced their educational standards until they have earned from the Massachusetts legislature the title of State Colleges. These institutions were at first free to pupils but now a nominal tuition fee is charged.

Gradually and steadily has the Massachusetts educational system improved until it is now one of the finest in the country.

We now have well ventilated, well lighted, and well equipped buildings. Besides regular classrooms, buildings are provided with gymnasiums, playgrounds, and well equipped manual-training and home-economics rooms. By the law requiring the provision of free textbooks, careful attention and supervision of our textbooks is exercised by the state to see that proper and modern texts are used.

In our high schools, there are college courses preparing pupils for entrance to higher scholastic institutions, commercial courses preparing girls and boys to take their part in the world of commerce, as well as the general courses. Then too, we have trade courses in many of our schools today where pupils, not inclined to the scholastic type of work, may learn a trade or some art in the well equipped trade divisions. Every student should know thoroughly the construction and use of his language; therefore, the state of Massachusetts has required English to be taught in all its schools. As it is desirable to have all students know the general history of their country, United States History is now also a required subject. The authorities of education in Massachusetts have recently recognized the need of physical development and exercise for the students — for if the body is not well the mind cannot function properly. As a result, physical education is now required in all schools. The state also supervises the health of students by having school clinics, school nurses, and physical examinations of pupils at stated intervals. The student's appreciation of Classical Arts is developed by having elective subjects such as Music Appreciation, Drawing, Art Appreciation, and Mythology.

Then there are the extra-curricula activities. In many schools, clubs are organized under the supervision of teachers for the widening of the general knowledge of the pupil. There are the school "get-togethers" such as the Junior Promenades, Senior Receptions, and the general social activities which tend to increase good feeling, cooperation and sociability among the

(Continued on page 22)



"STUDENT COUNCIL"

Reading from left to right: Back row, William Belisle, Gordon McCulloch, Lawrence Lamson, Principal Roland W. Payne. Second row, Gordon Vaughn, Louise Moulton, George Sprague, Alice Maddern, Gordon McRae, Minnie Wetson. First row, Catherine Cracknell, Sec.; Robert Smith, Vice-Pres.; Dorothy Greeley, Pres.; Kenneth McRae, Betty Ann Beal, William Smith.

Student Council Report

THE Student Council was organized in September, 1934, and met on alternating Wednesdays throughout the school year.

Each Junior high class had one representative, while the Senior high classes were allowed two representatives in the council.

After each meeting a report of the business was carried back to the classes by their representatives. This was done so that each member of the high school would know the discus-

sions carried on during the meetings.

A social committee was organized by the president which consisted of three members of the Student Council Board: L. Lamson, L. Moulton, and C. Cracknell. This committee had charge of regulating social activities of the high school.

The members of the council wish to express their appreciation to the officers for having carried out their duties so successfully.

—C. CRACKNELL.



Horace Mann

TONIGHT we shall receive our diplomas, symbols of our having arrived at the goal to which we have been striving through our years in the Hamilton schools.

Such an achievement is due, to a great extent, to the untiring efforts of Horace Mann in the interest of education in the United States and particularly in the commonwealth of Massachusetts.

The history of education in the United States during the first half of the 19th century is chiefly a series of biographies of a few leaders laboring in the behalf of the nation's posterity and its education. As is generally the case, these leaders were laughed at and condemned as impractical dreamers. The most prominent, and recognized as chief among them all because of his actual achievements and the extent of his influence, is Horace Mann.

This great educator was born in Franklin, Massachusetts, in 1796, of poverty-stricken and poorly educated parents but ones who possessed sterling characters and imparted to their children high ideals and habits of industry.

Mann received very little education as a youth except for the preliminaries then available in the meager district schools; but the superiority of his mental gifts and his commendable character, was revealed in his determination to attain an education.

After many boyhood privations, he worked hard under the able tutelage of a college preparatory teacher and entered Brown University at the age of twenty. He was a brilliant student throughout his scholastic career and was graduated at the head of his class. All his youth, he was inflamed with the desire to aid mankind and to instill in all citizens the longing for education.

After his graduation in 1819 and having passed the Massachusetts' bar examinations, he entered a law office where he practised successfully approximately fourteen years, until he embarked on his career as an educator. He had extraordinary success in the law profession probably due to his natural abilities and the scrupulous care with which he prepared and tried his cases. He always lived by the inflexible rule, "Never to un-

dertake any cause which you do not believe right." Having proved his capabilities as a public speaker and a statesman, concerned with the interests of the common people, he was elected to the Massachusetts State Legislature; first in the House, then in the Senate, and, as president of the latter body, he signed the epoch-making education bill which became a law, providing for a State Board of Education. This board was to consist of the governor, lieutenant governor, and eight citizens to be appointed by the former. It empowered the board to appoint a secretary to make annual reports to the State Legislature.

Horace Mann was selected as its first secretary in which position he served for twelve years with effectiveness and distinction. He considered the new position one of importance and value and one in which he could devote himself to the welfare of mankind, namely the education of the youth of the land. After accepting the post, he gave up his law books and office and abandoned the legal profession. He saw in this secretaryship a means by which he could appease that burning desire of his to benefit humanity, and to render wide and conspicuous service to the cause of education in this country. That Horace Mann should abandon his profession at forty-one years of age to accept the secretaryship of the nascent Board of Education proves that his yearning to develop and promote education was the uppermost objective of his life.

The educational situation confronting the new secretary offered ample scope for his many talents. It was extremely necessary to arouse popular enthusiasm for education and, with this purpose in mind, he organized annual conventions in every county for school teachers, officials, and the public. At first these conventions proved to be of no especial interest but they did help to educate public opinion to some extent.

Mann made out annual reports to the state which were the most effective instruments in reaching and influencing the public in education. The first year he inaugurated meetings for the teachers of Boston where lectures were delivered and discus-

sions held on educational subjects. He strongly advocated and urged schools for the education and training of teachers. After much debate, the establishment of State Normal Schools was accomplished. The founding of these schools is the foremost educational service of Horace Mann to state and nation.

Mann made many tours of the state and delivered lectures and wrote reports to arouse popular interest in the promotion of public schools. The school system which had been established and legalized in 1789 was very inadequate. The well-to-do classes regarded the public schools with contempt and sent their offspring to private schools and academies. This attitude affected the school system, causing short terms, dilapidated buildings, untrained and underpaid teachers, and obsolete pedagogical methods. One third of the children of the state were absolutely without any educational opportunities while one sixth were being taught in private institutions. Mr. Mann set out to remedy these conditions. The results of this great man's efforts were remarkable. Salaries were raised, school terms lengthened, money appropriated for better schools and equipment, and more children were given the opportunity for free education. He started the high school law in 1827 which provided for higher education. This resulted in about fifty new high schools being established during his secretaryship. He introduced new and better ways of teaching and better training for instructors.

It was inevitable that Mann's aggressive efforts should sooner or later arouse bitter opposition. There was much denominational feeling in those days and many attacked the Board of Education and charged them with creating a Godless system in the schools. Some opposed reading the Bible, and others demanded that religion be taught as it was essential to the character development of the youthful minds. The controversy was on, and, after many vigorous sectarian attacks, Mann won a final victory of great importance for Massachusetts and for the entire country. It was finally decided that sectarian instruction should be excluded from the public schools; however, the Bible continued to be read as, it was stated, this was a non-sectarian book.

This question is still in debate to-day.

In 1843, Horace Mann sailed for a five months trip to Europe for the purpose of discovering what America might learn from the European schools. He studied many systems minutely and returned to the United States, embodying his observations and conclusions in his famous seventh Annual Report to the Board. But his high commendation of the German schools vexed the Boston school masters, who thought Mann was slandering them, their training, and their methods. A sarcastic controversy ensued between Mann and the school-teachers. Horace Mann made an attack on the school masters' principles, summing up in three propositions his code for discipline: First, it is the state's duty to adopt measures for qualifying teachers. Second, that the school committee allow only the very best of teachers to procure positions in their schools and third, that school masters, in governing their schools, exhaust all the higher motives and agencies they can command for disciplinary cases; but, if these fail, then resort to corporal punishment only as the supplement of all the rest. This dispute attracted much attention and made a deep impression on the public mind and had much to do with fixing Horace Mann's place in educational history. The champion of the new régime had met the champions of the old and had overthrown them in the arena of public debate. As Horace Mann was victorious, the controversy led to direct and beneficial results in the Boston schools. The schoolmasters, who opposed Mann's new principles, were severely criticized by all and a pronounced change came in the Boston common school system.

In 1848, Horace Mann resigned his secretaryship, having been elected to the United States House of Representatives. Later, he ran for the governorship of Massachusetts on the Free-Soiler Ticket but met bitter defeat. He then accepted the Presidency of Antioch College in Ohio. Besides serving as President, he taught many intellectual subjects. Owing to bad reverses, lack of funds, etc., the college was sold for debt and reorganized. Mann, exhausted and broken by worries and persecutions amid which he labored, retired in 1859 to his home where he died within a few weeks,

culminating a worthy and fruitful life in the service of mankind.

Horace Mann's influence on higher school development is difficult to ascertain, but all judges and all competent men agree that his reputation rests chiefly on the work

he did for the common schools. And let us all go out into the new lives we are commencing tonight with the words of Horace Mann ringing in our ears—"Be ashamed to die until you have won some victory for mankind."

—RITA WALSH.

Prophecy

ONE evening, while I was reading the latest news sheet, the telephone beside me started to clang in a very important manner. I picked up the receiver rather impatiently and immediately the voice at the other end shrilled into my ear. I recognized the voice as that of my distinguished friend and famous inventor, Professor von Herring, of whom you no doubt have heard considerable in connection with his numerous inventions. In very enthusiastic tones, he related that he had just perfected his latest invention and, knowing how interested I was in all his undertakings, he was giving me the honor of viewing it before anyone else. His sanguine and buoyant words aroused my curious nature and so, partly because of his impetuosity and, perhaps more, because of my curiosity, a half-hour later I found myself in his laboratory where he proceeded to explain the structure of his remarkable device. By putting his scientific terms together, I gathered that his invention was a super-camera which, when a certain person's name was uttered, would show on an especially constructed screen a technicolor, sound, moving picture of what the named person was doing at that very instant.

My incoherent murmurs must have betrayed my skepticism for the Professor immediately proceeded to demonstrate his machine to me. He asked me to think of some person I knew so that he could prove that his invention would work. As I was thinking, an idea suddenly popped into my head. I had not seen my classmates from the Hamilton High School for several years. If what the professor said was true, then why couldn't I have a class reunion all by myself? I suggested my idea to my friend and he proceeded to fulfill it. I named the members of my class and settled comfortably back in my chair to await developments. After some delay of pulling levers,

pressing buttons, and adjusting gadgets, my class reunion began.

The first picture that appeared before my eyes was that of a large building. I wondered what this magnificent specimen of architecture could be and then, somehow, the familiar lines struck a chord in my memory. Ah! I thought so. A marble name plate announced to the world that this was the Hamilton & Wenham Railroad Station, the finest piece of architecture in the state, having been built in 1940. The camera clicked on and the next view showed the interior of the building which seemed to be the inside of a busy telegraph office. A young man was working industriously over the clicking key and he somehow looked familiar. Of course! It was Eddie Laski. As I looked, he suddenly ceased work, glanced at the clock, and rushed outside and jumped into a latest model of an expensive car and sped away. His car stopped in front of a cute little bungalow on the outskirts of the thriving city of Hamilton where he rushed up the steps as if he could not wait any longer and flung open the door where he was greeted affectionately by a black-haired young lady, obviously his wife, whose former residence during high school days had been in East Hamilton. The scene faded away into blackness and I eagerly awaited the next picture which soon proved to be the interior of a tennis court.

A match seemed to be going on and the vast crowd of tennis fans, gathered to see the championship matches played, shouted and yelled when a particularly brilliant play was made. The figures leaping and hopping around like jumping-jacks were those of women, one of whom seemed familiar to me, and I searched my rather small quantity of gray material wondering who they could be. Finally, one of the contestants made a wonderful shot and from the shouts

of the multitude, it must have captured the game for her. The two women shook hands and walked over to the judge's stand where they were immediately surrounded by news-reel men and photographers. The victor seemed to have a familiar countenance. That smile! I'd know it anywhere and the announcement of the judge further convinced me that I was correct. He said in very loud tones, "It is my pleasure to bestow upon Miss Rita Walsh, this silver cup for having won the National Women's Tennis Championship." I was not at all surprised at having heard this as I knew that Rita had spent much of her summer vacations back in the old high school days jumping around tennis courts and I wondered if that strenuous practice had started her on the road to fame in the tennis world.

The next scene showed me the exterior of a church. Something unusual seemed to be going on as groups of people stood outside talking excitedly. Suddenly, the strains of an organ were heard playing a wedding march and through the open door, two happy looking couples ran down the steps. They were stopped at the bottom by photographers and news reporters from the Hamilton Daily Globe and as they did so, I caught a glimpse of the happy brides and they were no other than the inseparable companions, Ruby Tree and Mary DeLuca with their newly acquired husbands whose faces also appeared familiar. As I looked more closely, I recognized one persistent youth who, back in the days of Hamilton High, was seen frequently around Ruby's house in a Chevrolet roadster and the other I recognized as the owner of a Ford roadster whose tires had worn a considerable track leading from the city of Danvers to Mary's home.

I could no more than gaze upon the picture for it faded away and in a second, the ingenious device of the professor's was showing a scene of the night life of Broadway. Eagerly I gazed upon the vision as it stopped in front of a brilliantly illuminated night club. The interior of the place was elaborately decorated in modernistic fashion and a snappy dance orchestra was playing the latest tune. My eye caught a glimpse of the leader of the band, who had a violin tucked under his chin, and I gave a start as I thought I must be having an optical

illusion. But no! When he turned to bow, acknowledging the vigorous acclamations of the attentive audience, I saw that it was no one else but Kenneth McRae whose early ambition had now been fulfilled, and whose violin playing was pronounced the wonder of the age. As I watched, three beautifully gowned girls came over and seated themselves upon the piano and started to croon. With some difficulty, as their glittering jewels fairly dazzled me, I recognized none other than Janice Gould, Doris Finch, and Marjorie Dodge. I later found out that these three girls had become the highest salaried night club performers in New York and that they had reached the highest rung of the ladder when they were chosen to perform in Kenneth's fashionable night-club.

Through the medium of Professor von Herring's marvelous invention, I learned that Glenn Armstrong and William Smith, after having opened their separate establishments, had finally incorporated and were operating a series of dining cars and grocery stores. They were very successful in their line because of the training both had received in after-school hours back in their high school days. I also found out that their private secretary, Dorothy Greeley, having won a beauty contest, had left the company, and was now on her way to Hollywood to star in a moving picture. I have no doubt that Dot would make good as her acting ability had received ample training at the hands of so capable a coach as Mrs. Boyd back in those memorable school days.

During the next ensuing minutes, the all-seeing eyes of the camera revealed to me that Lawrence Lamson and Harold Knowlton had formed a brain trust and after earning two or three million dollars in the stock market, they had settled down to be men of leisure. After breaking many hearts, Harold finally became serious and announced his engagement to a girl in the neighboring city of Topsfield and Lawrence likewise to the lady of his choice.

Dorothy Whipple and Cherstine Bradstreet had become world famous as fashion experts and were noted for their distinguished creations of dress. Edna Sprague, it seemed, was using her brilliancy outside of school as well as she ever did inside, be-

cause the camera informed me that she had taken a position in a laboratory of a well known scientific institution and was making a name for herself by her discoveries in the chemical world.

Once again the scene changed and I found myself looking at another excitable picture, a baseball game. The score board told me that it was between the old town team rivals, Hamilton and Topsfield, and a further examination of the surroundings told me that it was on the old high school baseball field. The score was tie in the ninth inning and the bases were loaded. A man came up to bat and immediately I recognized the cheerful grin of Eddie Carter. The pitcher wound up and sent the ball travelling across the plate. Eddie slammed his bat against the ball and although I do not profess to know anything about the intricacies of baseball, I knew this one was to be a home run which it proved

to be. As soon as Eddie crossed home plate, he was greeted by cheers from the crowd and as the scene faded away, he was being lifted upon the shoulders of the admiring crowd.

The last name, but by no means the least, written on my list was that of Alexander Koloski and by the means of the camera, I learned that Alec had captured the eye of a Big League scout from the Red Sox and was at that time being groomed to fill Lefty Grove's former position on the mound.

As the last view flickered before my eyes, my reminiscing came to a close and it was to my sorrow that my class reunion came to an end, but I firmly resolved that next year at the same time, I would again see what my classmates are doing and recall the pleasant memories that still cling to the happy days spent in Hamilton High School.

— EDNA PRESTON.

Salutatory

THE HISTORY OF EDUCATION IN HAMILTON

FEW towns have an older educational background than ours, and as citizens of Hamilton, I thought you would be interested in knowing something of the development of education in your home town. So let me take you back tonight to the little colony at Aggawam (now known as Ipswich) of which Hamilton was so long a part.

Our Puritan forefathers who settled the Massachusetts Bay Colony showed an intense interest in education. In 1634, before the colony was firmly established, steps were taken to found Harvard College. The interest which the little colony of Ipswich took is shown by its influence in the founding of the College and in after years by her generous contributions towards its maintenance and in the number of her graduates. Of the nine men in the first graduating class of Harvard in 1642, two were Ipswich youths, Samuel Bellingham and William Hubbard.

With all this enthusiasm for education, it was only natural that the Ipswich colony should set up a Grammar school in 1636. Although it was not wholly successful, the spirit of the leaders was not dampened. In

1642 the town voted to establish a free school for the purpose of teaching reading, writing, and ciphering.

Inspired perhaps by the success of their two Harvard graduates, several prominent men permanently founded in 1650 the Grammar school for the purpose of instructing their sons in Latin and Greek that they might enter college.

Even though the Grammar School was established for those boys desiring to go to Harvard, the townspeople showed a great deal of interest in its development. In 1651 all the "Neck beyond Chebacco River and the rest of the ground up to the Gloucester line," was given to the Grammar School. This was leased to John Cogswell Jr. and his heirs forever for 14 lbs. a year: that is 4 lbs. in butter and cheese; 5 lbs. in pork and beef; and 5 lbs. in corn, at the current price. At the present time this tract of land is known as the Essex farm and is leased to the town of Essex for 999 years for a small amount which still helps support the schools.

Another tract of land on Little Neck was left to the Grammar School by William Payne in 1660. These trusts were put into the hands of a group of four men

known as Feoffees. These Feoffees are unique to the Ipswich system of school government. They have played an important part in the history, but as they appoint their own successors very little is heard of them. This body exists today and has charge of the trusts as formerly. The income from these two funds pays the principal of the Manning High School.

The first Grammar Schoolhouse was erected somewhere in the vicinity of the South Green probably where the South Side Grocery Store now stands. Ezekiel Cheever was its first master.

Let me tell you something about this schoolmaster. Ezekiel Cheever was one of the most eminent of New England teachers. He was born in London and had taken his degree at Emmanuel. He is the author of a Latin Grammar called "*The Accidence*" which was the standard Latin text for over a hundred years. Upon leaving Ipswich, he went to Charlestown where he founded the Boston Latin School.

"When Scholars had so far profited at the Grammar School that they could read any Classical author into English and readily make and speak true Latin and Write it in Verse as well as Prose and perfectly decline the Paradigms of Nouns and Verbs in the Greek tongue, they were judged capable of Admission into Harvard College." This, plus the elementary studies in reading, writing, and arithmetic, was the substance of the course of studies in the Grammar School. On account of the high standing of its masters, boys from surrounding towns came to Ipswich for preparation for college.

In 1705 the school began to be taught in a room in the townhouse which stood on Meeting House Hill and continued there until 1794 at which time a new Grammar schoolhouse was erected nearly on the site of the original one.

There are two other phases connected with the beginning of learning here in Ipswich — the Dame Schools taught by women for small children and girls of all ages, and the Female Seminary which was established in 1827 as one of the very first institutions for women in America. The first teachers were Miss Zilpah Grant and Miss Mary Lyon, the founder of Mt. Holyoke College. Girls from miles around came

here for an education paying for tuition only \$10 a term, and for board only \$1.75 which also included fuel, washing, and lights.

In the spring of 1714 the Feoffees agreed with the town committee that if the latter would add 25 lbs. to the income of the Grammar School, it should be a free school where scholars might be taught in English studies as well as prepared for college.

The free schools became very popular for they educated all boys in reading, writing, and arithmetic. The first one in Ipswich, as before mentioned, was established in 1642 and was probably taught by Lionel Chute. Before 1700 the town parishes, of which there were three, namely: the West, First, and Second, had erected schoolhouses. In 1702, upon petition of its members, the outlying parish of Chebacco was allowed to set up a schoolhouse on its common. Not to be outdone, the Hamlet (now Hamilton) petitioned for a school. This was granted in 1730 just 16 years after it was set aside as a parish. Joseph Secomb was the schoolmaster.

But the Hamlet could not always have had a schoolmaster of its own for I found this extract which states that: "A reading and writing schoolmaster was employed by the Town, keeping his school in the Chebacco parish three months and a fortnight; in the Hamlet the same period; in the West parish, now known as Limebrook, two months; and the other three months in the two town parishes."

Another interesting paragraph which I came across states that: "In 1757 the Hamlet voted that the scholars provide the fuel and the master's board. This gradually became a custom throughout New England."

By 1745, the Hamlet parish had increased in size enough to warrant the building of a schoolhouse in the North district and nine years later one in the West district. Another one was erected in East Hamilton which burned down. The building which took its place was built in 1848 and was used until the East School was taken out of the so-called "district system" and made a graded school.

During this century and a quarter, the schools continued to do their good work sending forth well educated scholars. In the

meantime the Hamlet had separated from its mother town and become incorporated as the town of Hamilton 1793, and of course assumed the responsibility of its schools. As the years passed, Hamilton grew in population and this was the cause of radical changes beginning in the last decade of the nineteenth century.

On April 8th, 1890, Hamilton voted to appropriate \$1800 for the purpose of building a schoolhouse in the vicinity of the "Wenham and Hamilton Station." Previous to this, the children in that district had been attending grammar school in Wenham and their tuition was enough to warrant the cost of building a schoolhouse in South Hamilton.

The first schoolhouse was a one story building situated on Railroad Avenue. It was filled to capacity within three years. Immediately there was talk of enlarging the building where it stood, of adding a second story, or of building a new school which would include a high school. The people argued that the town might as well provide a high school for its students as pay tuition to send them to other towns, Salem, Beverly or Ipswich, as it was then obliged to do.

Nothing had been done about a high school by 1896 so the school committee voted that the pupils should go to Beverly unless they presented sufficient reasons for going elsewhere. At this time the committee realized the necessity of having graded schools, especially since graduates of the ninth grade found it difficult to enter Beverly High School.

Two years later, 1898, a new grammar schoolhouse was dedicated. This building was larger than the first in order to accommodate the increasing attendance.

The high school question remained unsolved until the town meeting in March 1906 when it was voted to establish a high school. Four rooms were added to the South School during the ensuing year for that purpose. June 1911 marked the first

graduating class of Hamilton High School which consisted of two girls, Florence Schaller and Pearl McGlauffin.

That summer an annex was built to accommodate the classes inconvenienced by the high school.

During these years, the attendance at the district schools had become irregular, therefore they were kept intermittently until finally in 1924 the last was closed. It was voted the next year to sell these buildings.

Having done away with the district schools, the town was obliged to provide transportation to the two remaining schools — one in South Hamilton which included the High School, and a very fine, two room, up-to-date stucco building in East Hamilton which was erected in 1921. This schoolhouse has since been dedicated to Adelaide Dodge Walsh who did much for education in Hamilton during her years of service on the school committee.

From the very beginning of agitation the town has always desired to have a separate high school building. For many years, due to lack of funds, this was impossible. After long controversies and much agitation on the part of the townspeople, it was voted March 1931 to build a separate high school upon the Dorothy Winthrop lot which had already been given to the town for school purposes by Fredrick Winthrop as a memorial to his wife. It was also voted to use the Maxwell Norman Fund (a gift to the town of \$10,000) for the purpose of adding the auditorium.

Thus have the ideals of Hamilton citizens been realized and Hamilton High School inherits the rich legacy of three centuries of growth and development in education. And we, who go forth from here tonight, will carry with us the benefits which love, devotion, and sacrifice have passed on to us. We will try to carry on our predecessors ideals and give to future graduates proportionally the same advantages which have been open to us.—EDNA SPRAGUE.





Graduation Exercises

of the

Hamilton High School

June 21, 1934

Maxwell Norman Memorial
Auditorium

Program

Processional: Priest's March -- *Mendelssohn*

Invocation Rev. Elmer Eddy

The Lord's Prayer -- *Forsyth, Kraft* Chorus

History of Education in Hamilton Edna A. Sprague
Salutatorian

The Bells of St. Mary's -- *Adams* Chorus

Horace Mann's Influence on Education in Mass. M. Rita Walsh

Presentation of Class Gift Edward G. Laski
Class President

Class Prophecy L. Edna Preston

Recessional: -- *DeKoven* Girls' Chorus

Development of Education in Mass. Dorothy M. Greeley
Valedictorian

Sylvia -- *Speaks* Boys' Quartet

Perfect Day -- *Bond*

Presentation of Diplomas James H. Conway
Chairman School Committee

Benediction Rev. Elmer Eddy

Recessional: Priest's March -- *Mendelssohn*

Graduates of 1934

Robert Glenn Armstrong

Anne Cherstine Bradstreet

Edward Harold Carter

Mary Kathleen DeLuca

Marjorie Augusta Dodge

Doris Finch

Janice Elizabeth Gould

*Dorothy May Greeley

Harold Lovering Knowlton

Alexander J. Koloski

Lawrence Lamson

*Edward George Laski

Kenneth Charles McRae

*Lillian Edna Preston

William Murrey Smith

*Edna Angie Sprague

*Ruby A. V. Tree

*Margaret Rita Walsh

Dorothy June Whipple

* Honor Pupils

Class Motto

EN AVANT
(Forward)

CLASS COLORS
Blue and Gold

CLASS FLOWER
Gardenia



Class Officers

President

Edward G. Laski

Vice-president

L. Edna Preston

Secretary

Alexander J. Koloski

Treasurer

Ruby A. V. Tree

Graduation Exercises

OF THE
HAMILTON HIGH SCHOOL

JUNE 21, 1934

Maxwell Norman Memorial Auditorium

PROGRAM

Processional: Priest's March *Mendelssohn*
 Invocation Rev. Elmer Eddy
 The Lord's Prayer — *Forsyth, Kraft* Chorus
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 Horace Mann's Influence on Education
 in Mass. M. Rita Walsh
 Presentation of Class Gift
 Edward G. Laski, Class President
 Class Prophecy L. Edna Preston
 Recessional — *DeKoven* Girls' Chorus
 Development of Education in Mass.
 Dorothy M. Greeley, Valedictorian
 Sylvia — *Speaks*
 Perfect Day — *Bond* Boys' Quartet
 Presentation of Diplomas
 James H. Conway,
 Chairman School Committee
 Benediction Rev. Elmer Eddy
 Recessional: Priest's March — *Mendelssohn*

CLASS OFFICERS

Edward G. Laski, *President*
 L. Edna Preston, *Vice-president*
 Alexander J. Koloski, *Secretary*
 Ruby A. V. Tree, *Treasurer*

CLASS MOTTO

En Avant
 (*Forward*)

CLASS COLORS
Blue and Gold

CLASS FLOWER
Gardenia

Presentation of Class Gift

I IN BEHALF OF the Class of 1934,
 present this beautiful Hamilton
 banner as a gift to our Alma Mater.

This banner is 3 x 9 feet made of
 green felt background with white
 letters and border, and may be used
 for all appropriate school functions.

— EDWARD LASKI.

Home Economics Department

THIS department has been quite
 active during the year tanta-
 lizing pupils by sending tempting
 odors into classrooms as well as in-
 curring a slight tinge of jealousy oc-
 casionally when some garment made
 at school is proudly worn to class.

The Ninth Grade served a very
 successful chicken dinner in Decem-
 ber to the Principals' Club. Later in
 the year, the ten Student Council
 members were their guests at a
 luncheon given in the sewing room.

Not to be outshone, the Eighth
 Grade girls served three very dainty
 and appetizing luncheons to mem-
 bers of the faculty. These were en-
 joyed by guests and workers alike.

The clothing department has
 turned out many well made gar-
 ments, varying from evening gowns
 to the popular tennis shorts. The
 Seventh Grade pupils made blouses
 or underwear and many industrious
 seamstresses have finished four dif-
 ferent garments during the year.

The Eighth Graders tackled a dress
 and then a smock. In the Ninth
 Grade many different articles were
 made including several graduation
 dresses. The Senior High pupils
 have progressed rapidly, moving
 from one article to the next, making
 skirts, coats, blouses, dresses and
 suits.



"CYCLONE SALLY"

Reading from left to right: Walter Fowler, Rita Walsh, John Adams, Edward Laski, Kenneth McRae, Dorothy Greeley, Cherstine Bradstreet, Dorothy Whipple, Janice Gould.

High School Play

ON December 14th and 15th, the High School presented its annual play at the Community House. The presentation this year was "Cyclone Sally," a Royalty Play.

Both performances were well attended by many townspeople, and the audience certainly saw a side-splitting, mirth-producing, uproarious comedy.

The following composed the cast of characters:

Sally Graham: Cyclone Sally — played by Dorothy Greeley.
 Jennv Thatcher: Forty; and the object of Jim Jerkin's (Walter Fowler) persistence — played by Rita Walsh.
 Ruth Thatcher: A peach Reggie (John Adams) would like to pick — played by Dorothy Whipple.
 Effie Varden: A cute little neighbor — played by Janice Gould.
 Vivian Vernon: The Belle of Cedar Point — played by Cherstine Bradstreet.
 Jack Webster: Owner of the Webster Estate — played by Edward Laski.

Reggie Manners: A dashing young Englishman; an adept at plucking peaches but not at selling cabbages — played by John Adams.
 Jim Jerkins: Courted for twenty years but not yet discouraged — played by Walter Fowler.
 Willie Clump: Sue Bascom's Beau (That's what he thought), the world's eighth wonder — played by Kenneth McRae.

The play took place on the Webster Estate near the town of Cedar Point.

Jack Webster, accompanied by Reginald Manners, returned to his home from Chicago with the objective of marrying Sue Bascom, a maid in his employ who had recently inherited a large sum of money. This fact led to a complicated situation because Sue Bascom had left the estate.

Sally Graham, or Cyclone Sally, was induced by Ruth and Jenny Thatcher to play the part of the missing Sue, and teach Jack a lesson.

Because of a cabbage patch planted

on Webster's front lawn, trouble and hatred arose between Jack and Cyclone Sally. Meanwhile, Jack had fallen in love with Sue Bascom who, in reality, was Cyclone Sally, although Jack was ignorant of the fact.

News came to Cyclone Sally that she was to inherit the money instead of Sue Bascom. When Jack heard of this, his previous intentions of marrying Sue remained regardless of the inheritance.

In order to prove his devotion to Sue, Jack took measures to prove that he could and would earn a living. With the help of Reggie, he sold "bally cabbages" as Reggie called them.

Finally, the revelation came out that Sue Bascom was Cyclone Sally. The situation was cleared up by confessions from both Jack and Sally which resulted in their engagement.

Meanwhile, Reggie had shown a deep interest in Ruth Thatcher. The romance between a young Englishman, and an American country girl

developed into many humorous situations, and resulted in their engagement.

Jim Jerkins who had been courting for twenty years but was still undiscouraged finally extracted a promise from Jenny Thatcher that she would marry him in thirty years!

Willie Clump, a hard-cider advocate, added much humor to the play as the rival of Jack Webster for the hand of Sue Bascom. His many dramatic love scenes and proposals turned out to be useless.

Effie Varden, Jack's neighbor, was the instigator of the many interesting situations throughout the play.

Vivian Vernon, Jack's previous fiancée, joined Willie Clump in the ranks of the disappointed.

The parts were well portrayed by each member of the cast. Much credit is due Mrs. Boyd, whose time and effort were responsible in making the presentation the success that it was.

— EDWARD LASKI.

The Junior Promenade

THE Junior Promenade of the Hamilton High School occurred on the evening of May 18th, 1934 in the Maxwell Norman Auditorium.

The music, furnished by Roland Russell's Ramblers, offered an excellent opportunity for all to enjoy themselves.

The decorations, planned in a color scheme of green and gold, clothed the hall in cleverly planned and artistic designs. Overhead and along the walls, a lattice work of colored streamers was placed. A large green panel, decorated with the numerals "1935" in gilt letters, framed a background for the orchestra on the stage. Much credit is due the decor-

ating committee which worked hard under the able advice and help of Miss Hagglund and Mr. Malone.

Soon after the dancing had begun, the Promenade, led by Robert Smith, president of the class, and his partner, Katherine Cracknell, was given before those who attended. This march was well done and the pinwheel figure was exceptionally attractive.

Dancing continued until 1 a.m. Those who attended declared that it was not only a great social success but one of the most attractive Promenades ever given by the Hamilton High School.

— E. PRESTON.

Who's Who and Why Among the Seniors

<i>Name</i>	<i>Nickname</i>	<i>Ambition</i>	<i>Favorite Saying</i>	<i>Generally Seen</i>	<i>Known by</i>
Glenn Armstrong	"Moe"	Be a man-about-town.	"So what!"	In East Hamilton	His technique
Cherstine Bradstreet	"Chet"	To be married.	"Yah, sure."	With Dot Whipple	Her Fifth Avenue style
Edward Carter	"Ja Ja"	To be a "pro" golfer.	"I'll prove my statement.	Everywhere	His English sentences
Mary DeLuca	"Mae"	To get her man.	"Ooo, I did not."	With Arthur	Her dislike for boats that rock
Marjorie Dodge	"Freddie"	To live in Upton.	"Yah, I know it."	At dances	Her love affairs
Doris Finch	"Finchie"	To keep awake in study periods.	"Cut it out."	With Grant	Her smile
Janice Gould	"Lefty"	To grow tall.	"Oh, I know him."	Doing the carioca	Her height
Dorothy Greeley	"Dot"	To get to school on time.	"Some fun!"	In amateur dramatics	Her good looks
Harold Knowlton	"Pete"	To live in Topsfield.	"Gotcha homework done?"	In Topsfield	His exploits on the Washington trip
Alexander Koloski	"Smoky"	Take Lefty Grove's place.	"Oh, you sissy!"	Around town	His witticisms
Lawrence Lamson	"Lampy"	Be a football hero.	"Haw! Haw!"	Eating candy	His laugh
Kenneth McRae	"Scotchie"	Put Rudy Vallee out of a job.	"How'm I doin'?"	Walking around corridors	His ambition
Edna Preston	"Eddie"	To be important	"Ditto."	At the movies	Her golden locks
Ruby Tree	"Rube"	To go w-a-a-a out West.	"Huh?"	In a Chevrolet roadster	Her association with Chevrolets
Edna Sprague	"Angie"	Doing chemistry.	"Oh, that's easy."	Studying	Her silence
Dorothy Whipple	"Whip"	To tell her boyfriend apart.	"No skidding?"	With Cherstine	Henry???????
Rita Walsh	"Walshie"	To win a tennis championship.	"Now when I'm member of the brain trust"	Trying to play tennis	Her vocabulary
William Smith	"Smitty"	To run a grocery store.	"Wanna buy any eggs today?"	In his Ford	His salesmanship
Edward Laski	"Eddie"	To be dictator.	"Ask Carter, he knows."	With Carter	His argumentative orations as a lawyer in commercial law

The Hamilton "Tattler"
by "Tell-Tale"

We wonder why Doris Finch and Mary DeLuca show such signs of sleepiness during class? Can it be that they were out too late last night with Grant and Arthur?

In one of the recent Latin class examinations the principal parts of a Latin verb were asked for. Upon Billie Belisle's paper was written: "Slippeo, slippere, falli, bumptus. Mr. Malone returned the paper with these words written upon it: Falio, failere, flunctum, suspendum."

Mrs. Boyd: "Carter, construct a sentence using the word 'Archaic.'"

Eddie Carter: "Well, I—uh. We can't have our cake and eat it too."

Heard in Biology Class

Pupil (after lesson on creation): "But, Mr. Branch, my father says we are descended from monkeys."

Mr. Branch: "We can't discuss your private family affairs in class."

Janice Gould: "She told me that you told her the secret I told you not to tell her."

Marjorie Dodge: "The mean thing! I told her not to tell you I told her."

Janice Gould: "Well, don't tell her that I told you she told me."

Koloski (standing in front of the mirror): "I've looked myself all over and I don't see where it can be."

Miss McRae: "Did you lose something, Alexander?"

Koloski: "No, it must be here somewhere, Laski said the joke was on me."

The Class of 1934 leaves as a warning to the Seniors: "Don't anyone with a weak heart attempt to climb Washington Monument."

"What's the shape of the earth?" asked Mrs. Ramer, calling suddenly upon Neil.

"Round."

"How do you know it's round?"

"Well," said Neil, "it's square, then. I don't want to start any argument."

Talk about rodeos! If any are as excellent as the one given at the Hamilton ball field one afternoon before baseball practice, they are well worth seeing.

When the seniors are giving their class presents, they should certainly remember Mr. Branch with a Hobby Horse WITH A BRAKE!

Of course, as a bare-back rider he is good, so good that he doesn't know his own courage (or a horse's either.) I guess it is the way he has with all dumb animals, yes, including his Biology class!

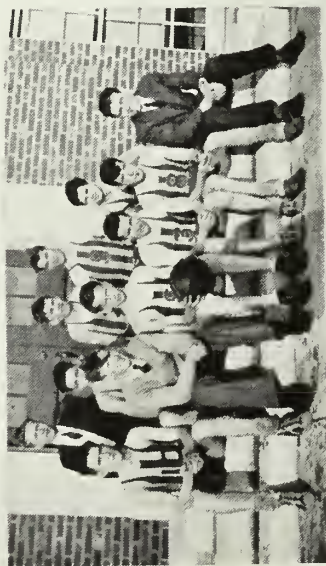
Did he think the pupils didn't suspect why he persisted in walking around the room in every study period which he had the day after his wonderful display of horsemanship? Well, the truth of the matter is that the pupils knew the answer!



FOOTBALL CLUB



GIRLS' BASKETBALL



BOYS' BASKETBALL



BASEBALL TEAM

Athletics

Boys' Athletic Report

IN our review of athletics at Hamilton High School during the past year, we will begin with Football.

With a schedule of nine games, Hamilton High won three and lost six. Although this is not a surprising record, Hamilton enjoys victories over its two major rivals, Manchester and Rockport. Another highlight of the schedule was the fact that our boys held the strong Ipswich team to two touchdowns while scoring one against the opposition.

During the football season, our school experienced a change in the coaching staff with Mr. Wilson replacing Mr. Progin as head coach.

Hamilton High looks forward to a banner season next fall.

The results of games played in 1933:

September 23 —			
Swampscott	15	Hamilton	0
September 30 —			
Chelmsford	6	Hamilton	0
October 7 —			
Hamilton	7	Manchester	0
October 12 —			
Danvers	25	Hamilton	0
October 21 —			
Reading	25	Hamilton	0
October 28 —			
Hamilton	14	Hampton Academy, N. H.	0
November 4 —			
Ipswich	13	Hamilton	6
November 11 —			
St. Bernard's, Fitchburg	19	Hamilton	0
November 25 —			
Hamilton	6	Rockport	0
	*	*	*

At the beginning of the Basketball season, Mr. Branch was elected by the school committee to serve as coach.

In a schedule of twelve games, Hamilton won two and lost ten.

The highlight of the basketball season was the fine playing of our team in the North Shore Scholastic Tournament. Hamilton High was defeated by Johnson High of North Andover in the opening round by a score of 33-29. Our boys certainly made an excellent showing and deserved to win that game.

The results of games played in the 1933-34 season:

Dec. 22	Danvers	56	Hamilton	27
Jan. 12	Danvers	36	Hamilton	19
Jan. 17	Hamilton	27	Groveland	10
Jan. 19	Hamilton	29	Rockport	23
Jan. 26	Essex	33	Hamilton	24
Jan. 31	Marblehead	38	Hamilton	17
Feb. 2	Manchester	46	Hamilton	28
Feb. 6	Rockport	40	Hamilton	14
Feb. 14	Marblehead	68	Hamilton	13
Feb. 16	Manchester	37	Hamilton	22
North Shore Inter-Scholastic Class B Tournament				
Feb. 26	Johnson High (North Andover)	33	Hamilton	29
Mar. 7	Essex	31	Hamilton	29
	*	*	*	

Baseball! This year Hamilton High is enjoying a fine season. However, we are unable to give you the scores of all the games, because the "*Hamiltonian*" goes to the press before the playing season is finished.

At the present time, Hamilton enjoys a comfortable lead in the league composed of Hamilton, Rockport, Manchester, and Essex. In league competition, Hamilton has won four and has lost only one game.

The results of games played to June 5, 1934:

Apr. 30	Salem	8	Hamilton	3
May 7	Salem	12	Hamilton	6
May 8	Hamilton	2	Manchester	0
May 11	Hamilton	18	Essex	5
May 15	Hamilton	5	Rockport	0
May 18	Ipswich	3	Hamilton	2
May 22	Rockport	8	Hamilton	2
May 29	Hamilton	10	Essex	5
June 1	Hamilton	7	Ipswich	6
June 5	Hamilton	6	Manchester	5

— EDWARD LASKI.

Girls' Basketball Team

ALTHOUGH yet in its infancy, the Hamilton Girls' Basketball team made a splendid showing in its battles with other teams of the North Shore. The first team players were almost entirely intact from the previous season and played with a spirit that could not be excelled. The second team made a valiant fight to surpass the first, and, at times, it was unfair to designate the standing.

First team players receiving letters were: Captain, Edna Preston, Rita Walsh, Violet Rice, Irene Tree, Dorothy Kirby, Grace Cullity, Nellie Emeney, and Manager, Carmella DeLuca. Second team letters were awarded to the following: Edwina Alexander, Lillian Emeney, Audrey Larravee, Esther Koll, Edna Sprague, and Gertrude Sprague.

Hamilton lost only to Rockport and Manchester, but considering that this was only the second season of practice, the girls have every reason to be pleased with their progress.

The schedule for the year was as follows:

	Score Hamilton	Oppon- ents
Rockport at Rockport	9	58
Manchester at Manchester	11	31
Groveland at Hamilton	51	2
Essex at Hamilton	80	4
Rockport at Hamilton	18	41
Essex at Essex	44	22
Country Day School at Beverly	43	12
Essex Agricultural School	30	15
Manchester at Hamilton	36	42
Country Day School at Hamilton	32	22

Athletic Council

THIS year a new association was organized for the benefit of athletics. Three boys represented the boys' athletics and one girl repre-

sented the girls' athletics. The three boys nominated were Edward Laski, President; Walter Fowler, Benjamin Robertson, and the captains of the teams throughout the year. The girl elected was Irene Tree, Secretary; Edna Preston also served as she was captain of the girls' basketball team.

Meetings were held every other Wednesday, when managers were elected and various schemes for making money were discussed. The council voted to give letters to those who had earned recognition in athletics.

We hope that this association can be carried on in future years as it strengthens the sports field in Hamilton High.

— IRENE TREE, *Secretary*.

VALEDICTORY

(Continued from page 6)

students and teachers. In most schools, some form of government is set up in which students may participate; in Hamilton this is done through the Student Council Association.

Last, but by no means the least, let us consider our instructors and teachers who have been splendidly trained in order to impart their knowledge to us. Sometimes we pupils think they have an over-abundant supply of homework assignments, but, upon second thought, we realize that it is through these assignments that we learn to be more self-reliant.

As we look back on the progress of education in the state, we see Massachusetts as a new, young state, introducing new methods and improvements, always pushing forward and progressing until it developed the successful educational system which we have today. Let us hope that we, as young graduates of Hamilton High School, will start out in the world with the same courage and ambition as the young state of Massachusetts and always push forward to success as we are bidden by our class motto, — "En Avant — Forward!!" — DOROTHY GREELEY.

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